THE RELATIONSHIP OF EMOTIONAL INTELLIGENCE AND PARENTING PATTERNS WITH THE TENDENCY OF AGGRESSIVE BEHAVIOR IN CLASS XI STUDENTS SMKN 34 JAKARTA

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ABSTRACT

Adolescents in the era of globalization sometimes find it difficult to differentiate between good and bad things. Rapid social changes as a consequence of modernization have resulted in increasingly aggressive adolescent behavior. Apart from that, the lack of parental role has an impact in educating teenagers so that they can grow into individuals who have low emotional intelligence and tend to be aggressive. The purpose of this research is to determine the relationship between emotional intelligence and the tendency to aggressive behavior, to determine the relationship between parenting patterns and the tendency to aggressive behavior, and to determine the relationship between emotional intelligence and parenting patterns and the tendency to aggressive behavior in class XI students at SMKN 34 Jakarta. The population in this study was class XI students at SMKN 34 Jakarta, totaling 187 students. The sampling method in this research used proportional random sampling. In accordance with the Morgan table, the research sample was 127 students. The measuring instruments used in the research were the aggressive behavior tendencies scale, the emotional intelligence scale, and the parenting style scale. The results of the research show that there is a significant relationship between emotional intelligence and the tendency to aggressive behavior ($r = -0.337$), there is a significant relationship between parenting patterns and the tendency to aggressive behavior ($r = 0.613$), and there is a relationship between emotional intelligence and parenting patterns and the tendency to aggressive behavior ($p=0.000$). The conclusion in this research is that there is a relationship between emotional intelligence and parenting patterns and the tendency for aggressive behavior in class XI students at SMKN 34 Jakarta.

Keywords: Emotional Intelligence, Parenting Patterns, Aggressive Behavior.

INTRODUCTION

Teenagers in the era of globalization sometimes find it difficult to differentiate between good and bad things. Teenagers respond to the progress of globalization as the beginning of freedom for themselves, which sometimes makes it difficult for teenagers to differentiate between things that should be imitated and things that should not be imitated. Adolescence is a stage of life that is transitional and unstable. During adolescence, a person is very vulnerable to negative influences, one form of negative influence is aggressive behavior.

Murray (in Chaplin, 1993: 15) says that aggressive behavior is the need or urge to attack, injure other people, belittle, harm, annoy, harm, damage, insult, ridicule, ridicule and severely punish. Aggressive behavior is not only limited to physical violence, but verbal violence is also included in aggressive behavior. Mac Neil & Stewart (in Hanurawan, 2010: 81) explain that

aggressive behavior is a behavior or action that is intended to dominate or behave destructively, through verbal or physical force, which is directed at the target object of aggressive behavior.

Adolescents are individuals who have the potential to have aggressive behavioral tendencies, a person's good educational background may not necessarily provide success in life. Apart from being determined by intellectual intelligence, the success of a person's life also requires emotional intelligence to support the success of a person's life.

Adolescence is a time full of tension and conflict. Goleman (in Djuwarijah, 2002:70) says that mood coordination is the essence of good social relations. If someone is good at adapting to the moods of other individuals or can empathize, that person can have a good level of emotionality and will more easily adapt to social interactions and their environment. A person can achieve maximum possible success in life through emotional intelligence, therefore emotional intelligence is really needed by children, especially teenagers who are very vulnerable to aggressive behavior.

Emotional intelligence according to Salovey and Mayer (in Djuwarijah, 2002:70) is a person's ability to control feelings and emotions and direct thoughts and actions. This ability can be developed through practice, knowledge and will. Meanwhile, according to Goleman (2005:512) emotional intelligence is the ability to recognize one's feelings, the ability to motivate oneself and the ability to manage one's emotions well in relationships with other people.

The first place of interaction for an individual is the family. The parenting style applied in a family is very influential in the formation of personality and individual development. Parenting is a complex reciprocal relationship and causes changes in the development of individuals involved in the process (in Winanti, Yulianto & Widiana, 2006: 127). Apart from that, Martin (in Winanti, Yulianto & Widiana, 2006: 128) explains that the goal of caring parents is so that individuals can survive, be physically healthy, and develop the ability to meet their own needs.

According to Baumrind (in Winanti, Yulianto & Widiana, 2006: 127) parenting is the way parents raise children by meeting their needs, providing protection, educating and influencing their children's behavior in everyday life. Apart from that, Baumrind (in Santrock, 2002: 257) explains three types of parenting that parents usually apply to their children, namely permissive parenting, authoritarian parenting, and authoritative parenting.

The influence of wrong parental upbringing could be the main sociopsychological factor in the emergence of delinquency in a teenager. The consequences of parental negligence in educating, and the lack of constant control, can encourage individuals to behave aggressively. Willis (2008:56) states that parents who are lenient, helpless, and give more freedom in education will encourage individuals to behave aggressively and act to give vent to their desires without restraint, thereby destroying themselves and the surrounding community. On the other hand, parents who apply a democratic parenting style in their upbringing usually provide opportunities for individuals to express their opinions, complaints, anxieties and the parents respond appropriately and as necessary, parents like this understand the nature of individual development so that individuals can develop according to their talents, abilities, and his interests.

The phenomenon that occurs is that students attending SMKN 34 Jakarta are often involved in brawls between schools, which are usually caused by revenge. Apart from that, the tendency

for aggressive behavior that emerged among SMKN students was due to fights that occurred between students at the same school, because the majority of students were male, the tendency for aggressive behavior appeared greater. The quarrels that occur usually start from jokes that are too excessive so that the individual is offended and then encourages the individual to carry out verbal or physical attacks on the victim. Based on the phenomenon that occurred above, the researcher was interested in conducting research with the title "The Relationship between Emotional Intelligence and Parenting Patterns with Aggressive Behavior Tendencies in Class XI Students at SMKN 34 Jakarta".

RESEARCH METHODS

According to Sugiyono (2000:56) the sample is part of the number and characteristics of the population. Based on the Morgan table with a population of 187 students, the minimum research sample is 127 students. The sampling method used in this research is proportional random sampling which is a sampling technique where all individuals in the population, either individually or together, are given the same opportunity to be selected as sample members (Sugiyono, 2000:56). Based on calculations using the proportional random sampling formula, the number of samples obtained is as follows:

Table 1.1: Sampling Distribution

Class	Number of Samples
XI L-1 Electrical Power Utilization Techniques	30/187 x 127 = 20,3 - 21
XI L-2 Electrical Power Utilization Techniques	31/187 x 127 = 21,0 - 21
XI M-1 Mechanical Engineering	24/187 x 127 = 16,2 - 16
XI M-2 Mechanical Engineering	34/187 x 127 = 23,0 - 23
XI O-1 Automotive Mechanical Engineering	34/187 x 127 = 23,0 - 23
XI O-2 Automotive Mechanical Engineering	34/187 x 127 = 23,0 - 23
Total	**127**

The subject selection will be sampled using the proportional random sampling method using a lottery technique. Details of the selection of sample techniques are as follows Hadi (2000:76):
a. Create a list containing all student lists.
b. Code each sequence number on a small piece of paper.
c. Write down each code on a small piece of paper.
d. The paper is rolled up and put into a tin.
e. Shake the can and take one until the required amount is reached.

The scales used in this research are a scale for aggressive behavior tendencies, an emotional intelligence scale, and a scale for parenting patterns. The score used is the Likert scale method. Kuncono (2004:10) explains that the Likert scale is intended for measuring attitudes with five answer choices assigned to each statement item, namely, Very Appropriate (SS), Appropriate (S), Neutral (N), Not Appropriate (TS), Very Inappropriate (STS).

Table 1.2: Response Answer

RESPONSE	SCORE	
	FAVORABLE	UNFAVORABLE
Very Suitable (SS)	5	1
Compliant (S)	4	2
Neutral (AND)	3	3
Not Conforming (STS)	2	4
Highly Unsuitable (STS)	1	5

The data collection used in the research is data collection compiled by the author based on the factors that have been determined in the blue print, namely :

1. Aggressive Behavior Tendency Scale
    On the aggressive behavior tendency scale, the author uses forms of aggression according to Medinus & Johnson (in Dayakisni & Hudaniah, 2003:214), namely, physically attacking, attacking objects, verbally, and violating property rights or attacking other people's territory, the behavior tendency scale Aggressive consists of 24 items which are divided into 12 favorable items and 12 unfavorable items.

2. Emotional Intelligence Scale
    The emotional intelligence scale consists of five aspects based on Goleman's theory (2004: 58), namely: recognizing one's emotions, managing emotions, motivating oneself, recognizing other people's emotions, and building relationships. The emotional intelligence scale consists of 40 items, which are divided into 20 favorable items and 20 unfavorable items.

3. Parenting Pattern Scale
    In the scale of parenting patterns, the author uses indicators derived from forms of parenting according to Baumrind (in Desmita, 2005: 144-145). The parenting style scale consists of 36 items, divided into 18 favorable items and 18 unfavorable items.

The scale used in this research is a scale created by the author so that a validity test of the measuring instrument is needed through item validity and correlation between factors before use. In this research, we also looked for scale reliability using the Cronbach's Alpha formula. In this research, the application of the Alpha Cronbach technique was assisted by using the SPSS 15.0 for Windows program. Researchers also carry out correlation tests between factors to prove whether each factor in the instrument has expressed the defined construct by collecting valid items for correlation between factors by correlating the total score of each factor with the total score of all existing factors. The statistical technique used to test item validity and factor validity is using Pearson Product Moment correlation.

RESEARCH RESULT

Calculation of correlation tests between factors was carried out with the help of the SPSS ver.15.00 for Windows program. The results of the scale correlation test calculation are as follows :

1. Aggressive Behavior Tendency Scale

Table 1.3: Results of Correlation Analysis Between Aggressive Behavior Tendency Scale Factors

		F1	F2	F3	F4	TS
F1	Pearson Correlation	1	.497(**)	.587(**)	.733(**)	.838(**)
	Sig. (2-tailed)		.005	.001	.000	.000
	N	30	30	30	30	30
F2	Pearson Correlation	.497(**)	1	.579(**)	.432(*)	.737(**)
	Sig. (2-tailed)	.005		.001	.017	.000
	N	30	30	30	30	30
F3	Pearson Correlation	.587(**)	.579(**)	1	.623(**)	.853(**)
	Sig. (2-tailed)	.001	.001		.000	.000
	N	30	30	30	30	30
F4	Pearson Correlation	.733(**)	.432(*)	.623(**)	1	.851(**)
	Sig. (2-tailed)	.000	.017	.000		.000
	N	30	30	30	30	30
TS	Pearson Correlation	.838(**)	.737(**)	.853(**)	.851(**)	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	30	30	30	30	30

The instruments used to examine aggressive behavior tendencies consist of 4 factors, namely physical attacks, objects, verbal attacks and violations of other people's property rights. Based on the correlation test between the aggressive behavior tendency scale factors, the correlation coefficient between f1 and f2 was obtained at 0.497; f1 and f3 of 0.587; f1 and f4 of 0.733; f1 and ts of 0.838; the correlation coefficient between f2 and f3 is 0.579; f2 and f4 of 0.432; f2 and ts of 0.737; the correlation coefficient between f3 and f4 is 0.623; f3 and ts of 0.853; The correlation coefficient between f4 and ts is 0.851. The correlation coefficient for each factor has a significance level of 0.05, this shows that each factor is correlated with the total factors and each factor has a significant relationship with each other.

2. Emotional Intelligence Scale

In table 1.4 below, all significant factors are listed in total. The factor with the highest total correlation is factor 3 of 0.665 and the factor with the lowest level of correlation is factor 5 of 0.423. The correlation coefficient for each factor has a significance level of 0.05, this shows that each factor is correlated with the total factors and has a significant relationship with each other.

Table 1.4: Emotional Intelligence Factor Analysis Test Results

		F1	F2	F3	F4	F5	TS
F1	Pearson Correlation	1	.287	.160	.198	.165	.658(**)
	Sig. (2-tailed)		.125	.399	.295	.383	.000
	N	30	30	30	30	30	30
F2	Pearson Correlation	.287	1	.322	-.084	.145	.618(**)
	Sig. (2-tailed)	.125		.082	.658	.443	.000
	N	30	30	30	30	30	30
F3	Pearson Correlation	.160	.322	1	.517(**)	-.047	.665(**)
	Sig. (2-tailed)	.399	.082		.003	.804	.000
	N	30	30	30	30	30	30
F4	Pearson Correlation	.198	-.084	.517(**)	1	-.046	.498(**)
	Sig. (2-tailed)	.295	.658	.003		.810	.005
	N	30	30	30	30	30	30
F5	Pearson Correlation	.165	.145	-.047	-.046	1	.423(*)
	Sig. (2-tailed)	.383	.443	.804	.810		.020
	N	30	30	30	30	30	30
TS	Pearson Correlation	.658(**)	.618(**)	.665(**)	.498(**)	.423(*)	1
	Sig. (2-tailed)	.000	.000	.000	.005	.020	
	N	30	30	30	30	30	30

** Correlation is significant at the 0.01 level (2-tailed).
 * Correlation is significant at the 0.05 level (2-tailed).

3. Parenting Pattern Scale

Table 1.5: Correlation Test Results Between Parenting Pattern Scale Factors

Correlations

		F1	F2	F3	TS
F1	Pearson Correlation	1	.506(**)	-.407(*)	.744(**)
	Sig. (2-tailed)		.004	.025	.000
	N	30	30	30	30
F2	Pearson Correlation	.506(**)	1	-.558(**)	.664(**)
	Sig. (2-tailed)	.004		.001	.000
	N	30	30	30	30
F3	Pearson Correlation	-.407(*)	-.558(**)	1	.035
	Sig. (2-tailed)	.025	.001		.856
	N	30	30	30	30
TS	Pearson Correlation	.744(**)	.664(**)	.035	1
	Sig. (2-tailed)	.000	.000	.856	
	N	30	30	30	30

**Correlation is significant at the 0.01 level (2-tailed).
 * Correlation is significant at the 0.05 level (2-tailed).

In table 3.7 above, it can be explained that factor 1 and factor 2 have a significant correlation with the total, with a total correlation of 0.744 and 0.644. However, for factor 3 there is no significant correlation with the total, so the total correlation for factor 3 is the lowest among the other factors, namely 0.035.

After testing the validity and correlation between factors, the author then carried out a reliability test on the instrument. From the results of this test, results were obtained on the aggressive behavior tendency scale of 0.868, on the emotional intelligence scale of 0.632, and on the parenting style scale of 0.569. All the results of the scale reliability tests can be seen in Appendix B for the aggressive behavior tendencies scale, Appendix C for the emotional intelligence scale, and Appendix D for the parenting patterns scale. By referring to Guilford and Fruchter's rules, it can be concluded that the results of the aggressive behavior tendencies and emotional intelligence scales are relatively reliable, while the results of the parenting patterns scale are quite reliable.

From the results of data analysis, the Pearson Product Moment correlation was obtained using the SPSS ver.15.00 for Windows program. The results of the first correlation between emotional intelligence and aggressive behavior tendencies with r of -0.337 and p of 0.000 means Ho which states "There is no relationship between intelligence and aggressive behavior tendencies in class XI students at SMKN 34 Jakarta" is rejected. Meanwhile, Ha stated "There is a relationship between emotional intelligence and the tendency to aggressive behavior in class XI students at SMKN 34 Jakarta" was accepted. The results of the second correlation between parenting patterns and the tendency for aggressive behavior using the eta coefficient test obtained a calculated r result of 0.613 with an r table of 0.176. This shows a significant result because r calculated > r table, meaning Ho which states "There is no relationship between patterns "parental care with a tendency towards aggressive behavior in class XI students at SMKN 34 Jakarta" was rejected. Meanwhile, Ha stated "There is a relationship between parenting patterns and the tendency for aggressive behavior in class XI students at SMKN 34 Jakarta".

From the results of research data analysis using the multivariate correlation formula assisted by using the SPSS 15.00 for Windows program, it shows that the correlation coefficient between the emotional intelligence variables and parenting patterns with the tendency for aggressive behavior is R = 0.358 and Rsquare = 0.128. These scores indicate that the contribution is effective provided jointly by the two variables, namely emotional intelligence and parenting patterns, significantly contributed 12.8%, of all the factors that influence emotional intelligence, the respective contributions were R2 = 0, 113 or 11.3% and of all factors that influence parenting patterns, the respective contributions are R2 = 0.15 or 1.5%.

DISCUSSION

From the results of the data analysis, it was concluded that the results of the first correlation between emotional intelligence and the tendency to aggressive behavior with r of -0.337 and p of 0.000, meaning that Ha which states "There is a relationship between emotional intelligence and the tendency to aggressive behavior" was accepted, with a negative correlation direction, which means the more An individual's high emotional intelligence will be accompanied by a lower tendency for aggressive behavior and vice versa, if emotional intelligence is low it will be accompanied by a high tendency for aggressive behavior. This is in accordance with Goleman's opinion (in Winanti, Arifin, and Ernawati, 2007:31) that individuals who have low emotional intelligence tend to like to be alone and lack enthusiasm, are often anxious and

depressed, and are naughty and aggressive. On the other hand, individuals with a high level of emotional intelligence tend to be able to control their emotional turmoil, establish good relationships with other people, be able to manage stress, and use emotions as information to coordinate their thoughts and actions (Winanti, Arifin and Ernawati, 200:31).

The results of the second correlation which shows that there is a significant correlation between parenting patterns and the tendency for aggressive behavior, obtained a calculated r of 0.613 with an r table of 0.176, this shows that the calculated r > r table so that significant results were obtained. So Ha who stated "There is a relationship between parenting patterns and the tendency for aggressive behavior" was accepted. This can show an understanding that the parenting style applied by parents is very influential in the formation of an individual's personality, this is supported by Willis' research (in Djuwarijah, 2002: 74) which states that one of the factors causing aggressive behavior is a less harmonious family environment and conditions. low economic condition because it can affect children's emotional development. The results of Gerald Patterson's research (in Djuwarijah, 2002: 74) show that stressful conditions in the family can influence the way children are raised so that children tend to behave aggressively in the school and community environment. According to Weiss and Other (in Santrock, 2002: 257) parents who are too authoritarian in educating children can make individuals grow up to be people who lack self-confidence, feel insecure, and have low communication skills. Meanwhile, according to Willis (2008:56), parents who are too soft, helpless and too free in educating their children encourage children to tend to be aggressive and act out their desires without restraint, which can damage themselves and the surrounding community.

From the results of research data analysis using the multivariate correlation formula assisted by using the SPSS 15.00 for Windows program, it shows that the correlation coefficient between the emotional intelligence variables and parenting patterns with the tendency for aggressive behavior is R = 0.358 and Rsquare = 0.128. These scores indicate that the contribution is effective provided jointly by the two variables, namely emotional intelligence and parenting patterns, significantly contributed 12.8%, of all the factors that influence emotional intelligence, the respective contributions were R2 = 0, 113 or 11.3% and of all factors that influence parenting patterns, the respective contributions are R2 = 0.15 or 1.5%.

Emotional intelligence in individuals greatly influences how individuals behave in adapting to the environment and how individuals manage their emotions well. This is supported by Goleman's opinion (in Djuwarijah, 2002: 70) which states that mood coordination is the essence of good social relations, if individuals are good at adapting to the moods of other individuals, the individual will more easily adapt to social interactions and their environment. Apart from that, parenting styles also greatly influence the formation of personality and emotional intelligence in individuals. There are several mistakes parents make in educating children so that the development of individual emotional intelligence becomes low and individuals tend to have an aggressive, inferior attitude and always have a negative view.

Based on the categorization of variables, the results obtained on the emotional intelligence variable were at a high level with a mean finding of 97.09 and the variable tendency for aggressive behavior was at a low level with a mean finding of 46.3 and the nominal categorization of the parenting pattern variable was 16 respondents. classified and 111 unclassified.

CONCLUSION

Based on the results of data analysis, it can be concluded that there is a negative relationship between emotional intelligence and the tendency for aggressive behavior in class emotional intelligence and parenting patterns with a tendency to aggressive behavior in class XI students at SMKN 34 Jakarta.

SUGGESTION

For future researchers who want to measure the level of aggressive behavior tendencies with the influence of other variables that influence it, so that more other variables can be obtained that can influence aggressive behavior tendencies, such as mass media, culture, environment, school factors, and other factors that can influence the tendency to aggressive behavior, so that it can enrich information about the field of psychology even more.

Individuals are expected to be able to maintain a low level of aggressive behavioral tendencies by increasing emotional intelligence through attitudes that are able to control emotions and anger, be optimistic, sensitive to other people's feelings, and be able to build good relationships with other people, so that they have strong emotional intelligence abilities. Both will reduce the tendency of aggressive behavior in individuals.

Parents are expected to provide good supervision of individuals so that individuals are able to control their negative behavior, one of which is aggressive behavior. So, with good control and supervision, individuals can be calmer in resolving every problem, and can be responsible for what they do.

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